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ABSTRACT

The third of six volumes in the series on the Making Special Friends Project (designed to increase interactions between handicapped students and their peers), describes an inservice training program to help implement the model. Suggested steps in organizing and preparing to implement the model are outlined, and a plan for inservice training is presented. An 11-module system covers such topics as ecological analysis, community resource and accessibility guides, transition plans, and facilitating social interaction skills. Each of the modules is outlined in terms of goals, activities, assignments, and required readings. (CL)

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BURLINGTON'S MAKING SPECIAL FRIENDS PROJECT: IMPLEMENTATION GUIDELINES AND INSERVICE TRAINING MANUAL

Volume III

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Module 9 - Facilitating Social Integration

Module 10 - Teaching Social Interaction Skills

Module 11 - Community-Referenced and Community-Based Training

1.0 PURPOSE OF THE MANUAL

This is the third in a series of manuals produced by Burlington's Making Special Friends Project. The initial volume in this series, Burlington's Making Special Friends Project: A Review of the Literature, overviews current literature regarding social interactions between severely handicapped and nonhandicapped persons. Volume II, Burlington's Making Special Friends Project: Model Overview describes the components of a service delivery model for increasing and maintaining social interactions between severely handicapped learners and nonhandicapped persons in school and community settings. The present volume is designed to be a companion to Volume II. The authors recommend that Volume II be read prior to this manual to enhance comprehension of the procedures described herein.

The purpose of this Volume is to describe an inservice training program which can be employed to facilitate implementation of Burlington's Making Special Friends Model. Procedural guidelines for implementing the model and materials which can be used in inservice training are provided. These guidelines and materials are not intended to be used as a "cookbook". It is expected that they will be modified and adapted to meet the specific needs of local communities. Volumes IV through VI in this monograph series are intended for use in inservice training. Volume IV: Strategies for Implementing Model Components describes procedures and forms for implementing each component of the model: Community Integration, In-School Social Integration and Parent Involvement.

Developing Community Resource and Accessibility Guides: Volume V provides instructions for developing community resource and accessibility guides, and Sample Forms: Volume VI contains blank copies of the forms referred to throughout all of the manuals.

1.1 Appropriate Service Delivery System

In order to implement Burlington's Making Special Friends Model, severely handicapped learners must already be physically integrated into chronologically age-appropriate public school placements. Another prerequisite of the model requires that a district's special education teachers be skilled in behavior analysis procedures and proficient in developing, implementing and evaluating instructional programs for learners with severe handicaps.

1.2 Basic Assumptions of the Model

The eight basic assumptions of Burlington's Making Special Friends Model are listed below. Volume II of this monograph series presents a rationale for these assumptions and discusses each at greater length.

1. Severely Handicapped Learners Should Attend Integrated Public Schools. Social interactions between severely handicapped and nonhandicapped learners are enhanced in settings which provide ongoing opportunities for social interactions. Integrated public school settings increase opportunities for longitudinal social interactions between severely handicapped and nonhandicapped learners.

2. Severely Handicapped Learners Should Attend Chronologically Age-Appropriate Public Schools. To facilitate the development of chronological

age-appropriate skills, severely handicapped learners should participate in chronologically age-appropriate activities. It is not programmatically sound to place secondary age severely handicapped learners in elementary schools where social interaction activities are not age-appropriate. Elementary, middle school and high school age severely handicapped learners should be placed in integrated elementary, middle and high schools respectively.

3. Nonhandicapped Learners Should Receive Training on Interacting with Severely Handicapped Learners. Although all severely handicapped learners can become more competent in social interacton activities, not all will independently initiate, respond to, sustain and terminate social interactions. There are no prerequisite skills severely handicapped learners must acquire in order to participate in social interaction activities. All severely handicapped learners can at least partially participate in social interactions when their nonhandicapped peers have learned how to interact with them.

4. Social Interaction Training Should be an Integral Component of all Training on Activities of Daily Living Provided to Severely Handicapped Learners. Social interactions should not be a separate curriculum domain that is taught in isolation. Social interaction skill training should be incorporated into teaching recreation/leisure skills, domestic living skills, vocational skills and general community survival skills. Social interaction training should take place throughout the learner's day.

5. It Should Not be Assumed that Social Interaction Skills Demonstrated in School will Generalize to Home and Other Community Environments. One goal of social interaction training should be to provide severely handicapped learners with opportunities and skills to at least partially participate in social integration activities which occur in their current and future educatonal, home and general community environments.

6. The Ecological Analysis Strategy Should be Employed to Determine What Skills and Activities Should be Taught to Facilitate Participation in School, Home and General Community Social Interaction Opportunities. Severely handicapped learners should not progress through a lock-step social skills curriculum. Individual needs should determine which interaction skills and activities severely handicapped learners are taught. High priority should be given to skills and activities which will increase participation in current and future domestic, recreation/leisure, vocational and general community environments.

7. Parents Should have Extensive Input and Involvement in Their Child's Individualized Educational Plan. Increased participation in social activities in current and future environments is facilitated when parents have extensive involvement in identifying the high priority environments, activities and skills. Parents and teachers must work as partners to identify high priority needs and to provide opportunities for students to learn to perform the skills at home and in other community environments.

8. Social Integration Opportunities and Social Interaction Training Should Become a Regular Component of Educaton for Severely Handicapped and Nonhandicapped Learners. Parents, teachers and administrators should insure that social interaction programming as an ongoing component of all education activities and that its inclusion is not dependent upon the whim of individual teachers ahd administrators.

2.0 GUIDELINES FOR ORGANIZING AND PREPARING FOR MODEL IMPLEMENTATION

The following tasks should be addressed when initiating the implementation of Burlington's Making Special Friends Model: 1) develop a plan to implement the model; 2) assign at least one staff member responsibility for overseeing and coordinating model implementation; 3) select a task force format and recruit task force members; 4) determine which components of the model are already in place; and 5) arrange for inservice training.

2.1 Develop a Plan for Implementing the Model

When planning for model implementation, a systematic method for incorporating each component of the model into the existing program should be delineated. This system should then be coordinated with inservice training. For example, inservice training on how to develop social integration plans should be

provided just before teachers are required to complete such a plan.

After this general schedule for model implementation and inservice training has been established, a decision regarding how to phase the model components into the classrooms must be made. Our experience suggests that it is better to systematically phase learners into the model, rather than to expect a teacher to implement the entire model for several severely handicapped learners in a short period of time. For example, in Burlington, each teacher of severely handicapped learners selected one student with whom to pilot implementation of the model. Inservice training and technical assistance were provided to these teachers throughout the semester as they implemented components of the model with the pilot learner. After implementing the model with these students and making modifications to fit the characteristics of the service delivery system, each teacher formulated a plan for phasing the remaining students into the model over a six-month period.

An alternative strategy for implementing the model would be to address all students simultaneously over an extended period of time. However, implementing the model with only one learner has the advantage of allowing teachers and task force members to adapt the model to the characteristics of the service delivery system prior to full implementation with all learners.

Once the format for phasing students into the model has been decided upon, a more definite agenda for implementing the model components can be devised. Section 3.0 provides sample inservice training modules which reflect an agenda for implementing the

model over the course of a semester.

2.2 Assign Staff Responsibility for the Project

An important consideration in implementing Burlington's Making Special Friends Model is assigning someone primary responsibility for the project. The staff member given the responsibility should be someone who has authority to make changes. Depending on the available resources and the administrative structure of the district, this person could be the director of special education, an assistant director of special education, a head teacher or a support staff member. In Burlington, the Director and the Assistant Director of Special Education assumed this responsibility.

2.3 Develop a Task Force System

The development and implementation of strategies to improve social interactions between severely handicapped students and other persons is a complex, multifaceted process. The ultimate success of specific strategies rests with a broad base of support. A task force system can be an effective method for securing support for the project and for receiving input into the development, implementation and evaluation of model components. The most effective task force would be composed of individuals with varying interests relating to the project, such as administrators, parents, regular educators, teachers of severely handicapped students, support service providers and interested community members.

There are at least three ways in which the task force system may be utilized. First, a single task force can be convened to provide input into the entire model. A second method is to convene three separate task forces, each addressing one of the model components: 1) Community Integration; 2) In-School Social Integration; and 3) Parent Involvement. A third option is to convene one task force to consider the entire model while a second task force, composed primarily of parents, specifically focusing on parental input and support. It is extremely valuable to have a separate task force that concentrates on parental concerns and provides a support base for the project.

The first task force meeting should be conducted prior to the initiation of the project in order to review goals and to invite input into model development. This step is extremely important in providing the task force with a sense of responsibility and ownership of the model. Additionally, the authors recommend that task force meetings always have an agenda reflecting specific tasks to be accomplished. Following initial task force meetings which are focused on the development of specific strategies, task forces should reconvene periodically to review the implementation of the model. Care should be taken to only convene a task force meeting when there is work to be performed. Overscheduling task force meetings is a sure way to cause lack of interest and low attendance.

2.4 Determine Which Components of the Model are in Place

An initial step in the implementation of Burlington's Making Special Friends Model is to determine which model components are already in place in the school district's existing service delivery system. The basic components of the model are illustrated in a checklist format in Table 1. Implementation of the model consists of refining the existing components and adding the components which are not already in place. A component is not considered to be fully in place until it is an institutionalized part of the service delivery system and is applied to every severely handicapped learner in the school district. Only when the components are institutionalized will they endure through changes in personnel.

TABLE 1

Model Component Checklist

IN-SCHOOL SOCIAL INTERACTION

- ___ IEP objectives which address social interactions for all learners
- ___ Regularly scheduled times and activities for social interactions
- ___ System for principals and regular teachers in the schools to provide input and feedback on social integration activities
- ___ System for training non-handicapped learners to socially interact with handicapped learners

COMMUNITY-BASED TRAINING

- ___ Community-referenced and community-based training objectives in IEP's of all learners
- ___ System for identifying high priority community-based training needs
- ___ Procedures for facilitating transition from classroom to classroom and from school to post-school services
- ___ System for coordination of teacher and support staff roles in community-referenced and community-based training
- ___ System for parent involvement in identifying high priority community-based training needs
- ___ Administrative policies or guidelines which facilitate community-based training

PARENT SERVICES

- ___ System to identify and address parent information and training needs
- ___ System for assessing parent's priorities and expectations for their children
- ___ System for regular on-going contacts between parents and educators
- ___ System for home/school visits
- ___ Existence of a community resource guide and an accessibility guide and a system for updating them
- ___ System for coordinating school and home activities
- ___ Administrative policies or guidelines which facilitates working closely with parents

2.5 Plan for Inservice Training

Inservice training should be offered to teachers of severely handicapped learners to provide them with the following information and skills:

a. the rationale, goals, objectives and assumptions of Burlington's Making Special Friends Model;

b. how to conduct parent interviews and develop parent involvement strategies;

c. how to conduct ecological analyses and discrepancy assessments;

d. how to develop and implement transition plans; and

e. how to translate information gained during the above activities into functional community-referenced and comunity-based IEPs.

In addition, teachers may need information and training on working with parents, providing community-based training and teaching social interaction skills. The amount and type of inservice training the teachers will need to successfully implement the model depends upon their current knowledge and skills.

The last section of this manual contains modules, information and materials that can be used as guidelines for planning inservice training. Possible methods for providing this training may include the provision of special education courses by a local college or university, inservice workshops designed specifically for the school district and offered by a local university or college special education faculty, and/or training sessions provided by the public school special education staff.

The amount of time allocated to inservice training and

scheduled for delivering the training are important considerations. Training can be provided over several full-day sessions or divided into weekly two-hour sessions. Our experience has shown that weekly two-hour sessions over the course of a semester provides an excellent format as it allows for constant follow-up and feedback. Using this format, teachers can be given assignments such as completing a Parent Inventory, and can receive weekly technical assistance on the completion of these assignments from the workshop instructor. A sample syllabus for a semester-long inservice training course is outlined in Table 2.

TABLE 2

Inservice Training Syllabus for a Semester Workshop

CLASS	TOPIC	ASSIGNMENT	DUE DATE
1 & 2	Module 1 Overview of the Social Interaction/Integration Model	Select pilot learner(s)	Class 3
3	Model 2 Overview of the Parent Involvement Component	Complete Parent Inventory	Class 6
4	Model 3 Overview of the In-School Social Integration Component	Form and meet with Social Integration Subtask Forces	Class 7
5	Model 4 Overview of the Community Integration Component		
6	Model 5 Ecological Analysis	Complete Ecological Analysis	Class 8
	Model 6 Community Resources and Accessibility		
7	Model 7 Transition Plans	Complete Transition Plan	Class 11
8	Model 8 Working with Parents	Complete Parent Services Plan Revise IEP's	Class 11 Class 12
9	Model 9 Facilitating Social Integration	Complete In-School Social Integration Plan	Class 12
10	Model 10 Teaching Social Interaction Skills		
11	Model 11 Community-Referenced and Community-Based Training		
12	Reports on model implementation	Full model implementation	Class 13
13	Follow-up as needed		

The authors estimate that four inservice training days are required to complete training using a full-day inservice session format. The inservice training days should be scheduled at approximately three-week intervals so that specific assignments can be completed and presented at the next session. The disadvantage of this mode of delivery is that it does not ensure ongoing, weekly technical assistance regarding the completion of assignments. A sample syllabus of a four day workshop is depicted in Table 3.

TABLE 3

Sample Syllabus of Four-Day Workshop

SESSION 1	ASSIGNMENT	DUE DATE
Module1-Overview of Burlington's Model	Select pilot learner(s)	Session 2
Module 2-Overview of the Parent Services Model	Complete Parent Inventory	Session 2
Module 3-Overview of the In-School Social Integration Model	Form and meet with Social Integration Subtask Force	Session 2
Module 4-Overview of Community-Referenced/Based Training Model		
SESSION 2		
Module 5-Ecological Analysis	Complete Ecological Analysis	Session 3
Module 6-Community Resources/ Accessibility		
Module 7-Transition Plans	Complete Transition Plan	Session 3
Module 8-Parent Services Plan	Complete Parent Services Plan	Session 3
SESSION 3		
Module 9-Facilitating Social Integration	Complete In-School Integration Plan	Session 4
Module 10-Teaching Social Interaction Skills	Revise IEP	Session 4
Module 11-Working with Parents	Implement model	Session 4
Module 12-Community-Referenced/ Based Training	Full model implementation	Session 4
SESSION 4		
Reports on Model Implementation		

A crucial component of the inservice training is the presence of a special education administrator at the training sessions. It

is likely that policy questions, such as liability during community-based training, will be posed. These questions and issues should be addressed by an administrator as they arise.

3.0 SUGGESTED PHASES FOR IMPLEMENTING THE MODEL

Model implementation can be divided into four phases: I) Preparation; II) Assessment; III) Program Development; and IV) Program Implementation. Each phase will be discussed below.

3.1 Phase I - Conducting Preliminary Activities

The following preliminary activities should be completed during the preparation phase of the project: a) conducting parent interviews; b) forming in-school social integration task forces; and c) conducting ecological analyses of priority school and nonschool environments.

Parent interviews should be conducted during which the teacher and parents complete a Parent Inventory and a Survey of Parent Information and Support Needs. The Parent Inventory assesses the parents' perceptions of their child's educational needs and anticipated transitions. The Survey of Parent Information and Support Needs assesses a variety of parental needs such as respite care and counseling. Examples of both instruments and directions for their use can be found in Volume IV.

Another activity to be completed is the formation of a social integration task force, or planning committee, in each participating school. In-school social integration task forces differ from the task forces referred to in Section 2.3 in that

their purpose is not to provide input into the entire model, but only to address strategies for promoting social interactions between severely handicapped and nonhandicapped students in their particular school. In-school social integration task force members may include administrators, regular and special educators, support service providers and other interested school personnel. Guidelines for forming these task forces and conducting task force activities may be found in Volume IV.

Information obtained from the parent inventories and in-school social integration task force should be used by the teacher along with any other assessments, to delineate high priority school and community environments. Ecological analyses should then be conducted to determine what activities must be learned to facilitate participation in these environments. Instructions and worksheets for completing ecological analyses are also in Volume IV.

3.2 Phase II - Assessment

In this phase, the learners are assessed on the high priority skills identified through the ecological analyses completed in Phase I. If the parent inventories and/or previous observations indicate that the learner has mastered a skill, no further asessment of that skill is necessary. Objective assessments should be conducted, however, on those skills not mastered or not observed. Environments should also be assessed at this time to identify any adaptations which may lead to greater independence on the part of the learner.

3.3 Phase III - Program Development

Activities which should be conducted during this phase include: a) identifying parent involvement strategies; b) developing transition plans; c) developing an in-school social integration plan; and d) revising IEPs.

3.3.1 Identifying Parent Involvement Strategies

By reviewing the completed Surveys of Parent Information and Support Needs, teachers should identify priority needs common to many parents as well as specific individual needs, and may begin to consider how these needs can best be met. Some of the needs may be addressed by school personnel. For example, teachers may be able to work directly with parents who have requested assistance in solving a behavior management problem. An occupational therapist may work with parents desiring help with feeding problems while a speech and language pathologist may assist with communication needs.

In situations where needs cannot be met by the school system, parents may be referred to outside agencies and services, such as a community mental health or the local Association for Retardated Citizens. In addition, community resource guides and accessibility guides may be distributed to interested parents so that they will be able to determine how to meet future needs.

Involvement of parents may also be encouraged by obtaining their input regarding the format of the parent inventory and other instruments used by the classroom teacher, and by developing parent-teacher communication systems to enhance the transfer of

skills between school and home/neighborhood environments. Various methods of maintaining ongoing, systematic communication are described in Volume IV, along with other strategies for promoting parent involvement in the education program.

3.3.2 Transition Plans

Individualized transition plans should be developed for all students upon entering an educational program in order to best prepare the student for movement to the next environment. In planning for transitions from one classroom to another (subsequent classroom transitions), the learner's current teacher, parents, and future teacher should work together to develop strategies for facilitating the move. The process for developing a subsequent classroom transition plan should include the following activities: visits to the new classroom by the current teacher, the parents, and the learner; visits to the current placement by the future teacher to observe the learner; delineation of skills which will facilitate success in the new placement; inclusion of relevant goals and objectives in the learner's IEP; and identification of measures which will ensure continuity of the learner's educational program.

Transition plans for learners who will be moving from public school to adult services are referred to as post-school transition plans. Post-school transition plans should include identificaton of post-school options; identification of personnel who should be involved in the transition; visits to the potential placements by the teacher, the parents, and the learner; inclusion of transition-related objectives in the learner's IEP; and the

development of a method to ensure continuity of the learner's program. Volume IV contains detailed procedures and sample forms for developing subsequent classroom and post-school transition plans

3.3.3 In-School Social Integration Plans.

An in-school social integration plan should delineate the members of the task force involved in developing and implementing the plan, articulate environments in which social interaction activities presently occur or are expected to occur, provide a general description of the nonhandicapped learners who will participate in the activities (e.g., 1st graders, 7th grade boys, etc.), and describe the nature of the social interaction activities. Strategies selected for facilitating social integration should be briefly described (see Volume IV).

3.3.4 IEP Revision.

Based upon the parent inventory, the ecological analyses and the transition plan, the learner's IEP should be revised to include community-referenced and community-based training objectives which emphasize social interactions. Whenever appropriate, conditions and criteria of IEP objectives should be written to indicate the community environments in which skill performance will be assessed and evaluated. The assessment portion of the IEP should indicate that parent inventories and ecological analyses were among the tools used to select IEP goals and objectives.

3.4 Phase IV - Program Implementation

This phase consists of implementing the parent involvement strategies, the transition plans, the in-school social integration plan, and the revised IEP's.

4.0 INSERVICE TRAINING MODULES AND MATERIALS

As indicated in the previous section, there are eleven inservice training modules.

Module 1 - Overview of Burlington's Making Special Friends Model

Module 2 - Overview of the Parent Involvement Component

Module 3 - Overview of the In-school Social Integration Component

Module 4 - Overview of the Community Integration Component

Module 5 - Ecological Analysis

Module 6 - Community Resource and Accessibility Guides

Module 7 - Transition Plans

Module 8 - Working with Parents

Module 9 - Facilitating Social Integration

Module 10 - Teaching Social Interaction Skills

Module 11 - Community-Referenced and Community-Based Training

It is not necessary to cover the modules in the order suggested. This order is recommended if full model implementation is desired over the course of one semester. Modules 9, 10 and 11

may be presented earlier to provide background information prior to model implementation, but more than one semester may be needed to achieve full model implementation in this case.

4.1 Material

Instructional materials needed to implement the model include the list of volumes below.

Schutz, R., Williams, W., Iverson, G. S. and Duncan, D. Burlington's Making Special Friends Project: Social Integration of Severely Handicapped Students - A Review of the Literature - Volume I, Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405, 1983.

Williams, W., Iverson, G. S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview - Volume II. Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405, 1983.

Iverson, G. S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components - Volume IV. Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burington, VT 05405, 1983.

Pine, L., Rissler, N., Williams, W., Iverson, G. S., Schutz, R. and Duncan, D. Burlington's Making Special Friends Project: Developing Community Resource and Accessibility Guides - Volume V. Center for Developmental Disabilities, 499 Waterman Building, University of Vermont, Burlington, VT 05405, 1983.

Iverson, G. S., Williams, W., and Schutz, R. Burlington's Making Special Friends Project: Sample Forms - Volume VI. Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405, 1983.

Curricula produced by the Madison Metropolitan School District and the University of Wisconsin, Madison may also be useful. These curricula provide further in-depth information on such topics as community-based training, parent services, ecological analysis and social integration. These curriculum books are available at cost (approximately nine dollars each). More information on the curricula can be obtained by contacting:

Dr. Lee Gruenewald
Specialized Educational Services
Madison Metropolitan School District
545 W. Dayton Street
Madison, Wisconsin 53703

The following curriculum volumes are particularly relevant.

Brown, L., Hamre-Nietupski, S., Branston, M.B., Falvey, M., Lyon, S., and Gruenewald, L. Curricular Strategies for Developing Longitudinal Interactions Between Severely Handicapped Students and Others and Curricular Strategies for Teaching Severely Handicapped Students to Acquire and Perform Skills in Response to Naturally Occurring Cues and Correction Procedures, Volume VIII, Part I, 1978.

Brown, L., Falvey, M., Baumgart, D., Pumpian, I., Schroeder, J., and Gruenewald, L. Strategies for Teaching Chronological Age-Appropriate Functional Skills to Adolescent and Young Adult Severely Handicapped Students, Volume IX, Part I, 1979.

Brown, L., Falvey, M., Pumpian, I., Baumgart, D., Nisbet, J., Ford, A., Schroeder, J., and Loomis, R. Curricular Strategies for Teaching Severely Handicapped Students Skills in School and Nonschool Environments, Volume X, 1980.

Ford, A., Johnson, F., Pumpian, I., Stengart, J., Wheeler, J. A Longitudinal Listing of Chronological Age-Appropriate and Functional Activities for School-Age Moderately and Severely Handicapped Students, 1980.

4.2 Modules

Eleven training modules have been developed for use in the in-service training program. Each module is outlined in this section including goals and activities. Assignments, outputs due and recommended readings are also included for each module.

MODULE 1

Overview of Burlington's Making Special Friends Model

Goals

1. Particpants will obtain knowledge of course objectives, outputs and timelines.

2. Participants will obtain knowledge of the rationale and basic assumptions of the Burlington model.

Activities

1. Discuss the three components of the Burlington model: 1) Community Integration, 2) In-School Social Integration, and 3) Parent Involvement.

2. Review course requirements and outputs including Parent Involvement Strategies, In-School Social Integration Plans, and Transition Plans.

3. Discuss rationale for the social integration model:

   -need for longitudinal social integration and interactions between severely handicapped and nonhandicapped learners throughout their school years

   -need to train nonhandicapped peers to socially interact with severely handicapped learners

   -need to teach severely handicapped learners to socially interact with nonhandicapped peers

4. Discuss factors which inhibit or limit social interaction training.

   -segregated schools

   -segregation or isolation within an integrated setting

   -minimization in public schools of social interaction opportunities for nonhandicapped learners

   -limiting social interaction training to recreation/leisure activities

   -equating social interactions to conversation

   -equating social interaction training to language training

   -provision of social interaction training to handicapped

learners without reciprocal emphasis on teaching nonhandicapped peers how to interact with severely handicapped learners

5. Discuss why social interaction training should be an integral component of instruction on tasks of daily life and why it should not be a separate curriculum domain.

6. Discuss how social interaction skills (including the ability to initiate, receive, sustain and terminate social interactions) can be incorporated into recreation/leisure activities and activities of daily living.

7. Discuss various means which low functioning, nonverbal students can use to initiate, receive, sustain and terminate social interactions.

8. Discuss the need to generalize social interaction skills to activities of daily living which occur in home and other community environments.

9. Discuss the following approaches:

   -ecological analysis

   -developmental and cumulative skill building

   -curriculum guideline

   -combining these three approaches to facilitate teaching social interaction skills through functional activities of daily living

   -Using the principle of participation to prevent the exclusion of severely handicapped learners from social interaction activities

Assignment

1. Select learner(s) with whom to implement the model.

Required Readings

Schutz, R., Williams, W., Iverson, G.S. and Duncan, D. Burlington's Making Special Friends Project: A Review of the Literature-Volume I. Center for Developmental Disabilities, University of Vermont, 1983, pp. 1-54.

Williams, W., Iverson, G.S., Schutz, R., Duncan, D., Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 1-39.

MODULE 2

Overview of the Parent Involvement Component

Goals

1. Participants will obtain knowledge of the goals and objectives of the Parent Involvement Component.

2. Participants will obtain knowledge of strategies to increase, enhance and maintain social interactions in home and community settings through development of close working relationships with parents.

3. Participants will obtain knowledge of how to conduct parent inventories, determine parent information and support needs, and develop parent/teacher communication systems.

Activities

1. Discuss the goals of the Parent Involvement Component.

2. Discuss how a parent task force can be convened to provide input into the project and what the role of the task force should be.

3. Review the procedures and forms for conducting a parent interview and developing a parent/teacher communication system.

4. Discuss how teachers could use a Community Resource Guide in directing parents to agencies and services which meet their informational and support needs.

5. Discuss strategies for maintaining/institutionalizing the Parent Involvement Component.

Output

1. Complete the parent inventory with parents of targeted students.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 77-81.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 1-32; 56-70; Appendix A.

Pine, L., Rissler, N., Williams, W., Iverson, G.S., Schutz, R. and Duncan, D. Burlington's Making Special Friends Project: Developing Community Resource and Accessibility Guides-Volume V. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983.

MODULE 3

Overview of the In-School Social Integration Component

Goals

1. Participants will obtain knowledge of the goals and objectives of the In-School Social Integration Component.

2. Participants will obtain knowledge of strategies to increase, enhance and maintain social integration and interactions in the school setting.

3. Participants will obtain knowledge of how to develop and implement an in-school social integration plan.

Activities

1. Discuss the goals of the In-school Social Integration Component.

2. Review the procedures and forms for convening a social integration task force and developing and implementing a social integration plan.

3. Review strategies to increase social interaction opportunities in school:

   -soliciting support

   -identifying and creating social interaction opportunities

   -recruiting nonhandicapped peers

   Discuss how the strategies can be adapted to meet individual needs of teachers and schools.

4. Review and discuss strategies to enhance social interactions:

   -provision of social interaction training to nonhandicapped peers

   -provision of social interaction training to regular classroom teachers and interested others

   -arranging environments to facilitate social interactions

5. Review and discuss strategies to maintain/institutionalize social interaction opportunities in school:

-task forces

-development of guidelines for in-school social interactions.

Outputs

1. Inclusion of objectives which reflect social interactions in learners' IEP's.

2. Regularly scheduled in-school social interaction activities.

3. Development and implementation of an in-school social integration plan.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 45-61.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 32-40.

MODULE 4

Overview of the Community Integration Component

Goals

1. Participants will obtain knowledge of the goals and objectives of the Community Integration Component.
2. Participants will obtain knowledge of the relationship between community-referenced and community-based training.
3. Participants will obtain knowledge of strategies for increasing, enhancing and maintaining community-referenced and community-based training.

Activities

1. Discuss the goals of the Community Integration Component.
2. Discuss how community-referenced and community-based training can be employed as vehicles for generalizing social interaction skills to nonschool environments.
3. Discuss how the emphasis of community-referenced and community-based training can differ for younger and older severely handicapped learners.
4. Review and discuss strategies for increasing integration and interaction opportunities in the community through community-based training:

   -ecological analysis

   -parent inventories - working closely with parents

   -developing a working relationship with the community

   -reallocaton of resources within the school district

5. Discuss strategies for enhancing social interactions in the community:

   -provision of training in the community

   -trainer advocacy

6. Discuss strategies for maintaining community integration and interaction opportunities:

   -development of community-based training guidelines

Outputs

1. Inclusion of community-referenced and community-based training objectives in learners' IEPs.

2. Classroom instructional schedules which reflect regularly scheduled community-based training.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 62-75.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 44-56.

MODULE 5

Ecological Analysis

Goals

1. Participants will obtain the knowledge and skills to complete an ecological analysis.

Activities

1. Review and discuss the procedures and format for conducting an ecological analysis.

Output

1. Conduct ecological analyses of priority environments identified by the parent inventories and Social Integration Task Force.

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 30-33; 67.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 9-15; 25-29; 51-56.

MODULE 6

Community Resource and Accessibility Guides

Goals

1. Participants will obtain knowledge of the uses for community resource and accessibility guides.
2. Participants will obtain knowledge of how to develop community resource and accessibility guides.

Activities

1. If available, obtain community resource and accessibility guides for the community of concern prior to class.
2. Discuss how community resource guides and accessibility guide could be used by teachers in planning community-based training and in referring parents to appropriate services when designing the Parent Involvement Component.
3. Discuss how to develop community resource and accessibility guides and the need to develop them for the community of concern.
4. Have representatives of various community service agencies (e.g., mental health, vocatonal rehabilitation, ARC) visit the class to explain the services they provide.

Outputs

1. Development of community resource and accessibility guides if needed.

Required Readings

Pine, L., Rissler, N., Duncan, D., Williams, W., Iverson, G.S., & Schutz, R. Burlington's Making Special Friends Project: Developing Community Resource and Accessibility Guides, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 1-26; Appendix A; Appendix B; and Appendix C.

MODULE 7

Transition Plans

Goals

1. Participants will obtain the knowledge and skills to develop a subsequent classroom transition plan.

2. Participants will obtain the knowledge and skills to develop a post-school transition plan.

Activities

1. Review and discuss procedures and formats for developing a subsequent classroom transition plan.

2. Review and develop procedures and formats for developing a post-school transition plan.

Output

1. Develop transition plans for targeted learners.

2. Include objectives which will facilitate transitions in learner's IEP's.

Required Readings

Brown, L., Pumpian, I., Baumgart, D., VanDeventer, P., Ford, A., Nisbet, J., Schroeder, J., and Gruenewald, L. Longitudinal transition plans in programs for severely handicapped students. In L. Brown, M. Falvey, I. Pumpian, D. Baumgart, J. Nisbet, A. Ford, J. Schroeder, R. Loomis (Eds.), Curricular strategies for teaching severely handicapped students functional skills in school and nonschool environments. Volume X, Madison Metropolitan School District, December, 1980.

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilties, University of Vermont, Burlington, Vermont, 1983, pp. 15-19; Appendix B.

MODULE 8

Working With Parents

Goals

1. Participants will obtain knowledge of strategies for involving parents in educational planning, enhancing social interactions at home and in the community, assisting parents in meeting their information and support needs, and developing on-going communication with parents.

Activities

1. Review and discuss with parents procedures and forms for developing and utilizing parent inventories, surveys of parent information and support needs and parent-teacher communication systems.

2. Discuss with the parents what types of special education activities may promote social interactions in home and community settings.

3. Discuss with the parents strategies which could promote the parent/teacher partnership.

Outputs

1. Revise the parent inventory to reflect changes suggested by parents.

2. Develop a system for assisting parents in meeting their information and support needs.

3. Develop an on-going communication system with parents of each handicapped student.

Required Readings

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1982, pp. 56-70.

MODULE 9

Facilitating Social Integration

Goals

1. Participants will obtain knowledge of strategies for increasing, enhancing, and maintaining social integration and interactions.

2. Participants will gain knowledge of conceptual issues related to educational integration.

3. Participants will gain knowledge of definitions of social interaction skill definition.

Activities

1. Review the distinction between physical and social integration.

2. Discuss the need for educational programming beyond the classroom.

3. Review definitions of social interaction skills and activities as related to:

   -communication/language training

   -recreation/leisure skills training

   -classification of interactions as proximal, social, helping, instructional, service and reciprocal.

   -five components of social interaction which can be incorporated into activities of daily living: recognizing, initiating, recieving, sustaining, and maintaining

4. Discuss fundamental approaches to promoting social interactions including:

   -integration

   -reverse integration

   -classroom location

   -organization of the school day

   -peer buddy and tutor systems

5. If students have completed their In-School Social Integration Plans (assigned in Module 3), have them present and discuss their plans in light of activities 1-4 above.

Required Readings

Iverson, G.S., Williams, W., Schutz, R., & Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components, Center for Developmental Disabilities, University of Vemront, Burlington, Vermont, 1982, pps. 32-44.

MODULE 10

Teaching Social Interaction Skills

Goals

1. Participants will gain knowledge of procedures for teaching social interaction skills to severely handicapped learners.

2. Participants will gain knowledge of procedures for teaching social interaction skills to nonhandicapped peers and regular school staff.

Activities

1. Select activities of daily living and have students delineate and discuss how the five-component model of social interactions (i.e., recognizing, initiating, recieving, sustaining and terminating) can be assessed and taught through the activities.

2. Discuss how social integration groups can be structured to promote interactions. Review the following structural procedures:

   -small heterogeneous groups

   -competitive individual and cooperative goal structuring

3. Discuss how nonhandicapped peer prompting and modeling can be used to promote social interactions.

4. Discuss the function of sensitization training in promoting interactions.

5. Discuss how modeling and feedback can be used to facilitate social interactions between regular staff and severely handicapped learners.

Required Readings

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 49-51.

MODULE 11

Community-Referenced and Community-Based Training

Goals

1. Participants will gain knowledge of community-based and community-referenced training techniques.

2. Participants will gain knowledge of the use of ecological analysis, the use of parent inventories, utilization of community resources and educating the local community regarding community-based and community-referenced training.

3. Participants will gain knowledge of factors which enhance and inhibit community-based and community-referenced training.

Activities

1. Review use of the ecological analysis approach, reallocation of resources, trainer advocacy, and working closely with parents as strategies for developing and implementing community-based and community-referenced training.

2. Invite an administrator (e.g., the Director of Special Education) to discuss strategies for overcoming the following potential inhibitors of community-based training.

   -liability when in the community

   -allocating staff to community-based training

   -scheduling community-based training on a regular basis

   -transportation to community sites

   -selection of appropriate community-based training sites

Required Readings

Williams, W., Iverson, G.S., Schutz, R., Duncan, D. and Holbrook, L. Burlington's Making Special Friends Project: Model Overview-Volume II. Center for Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 66-82.

Iverson, G.S., Williams, W., Schutz, R. and Fox, T. Burlington's Making Special Friends Project: Strategies for Implementing Model Components-Volume IV. Center for

Developmental Disabilities, University of Vermont, Burlington, Vermont, 1983, pp. 44-51.